



The University of Vermont
FACULTY SENATE

Minutes

Monday, October 22, 2018

Memorial Lounge 4:00 – 5:30 p.m.

The meeting was called to order at 4:02 p.m.

Senators in Attendance: 59

Absent: Senators Mierse (Art & Art History), Hondal (Biochemistry), Agnarsson (Biology), Almstead (CAC), Varhue (Electrical & Biomedical Engineering), Fletcher (Mechanical Engineering), Kete (English), Toolin (ERTC), Callahan (Extension), Weinstein (Family Medicine), Mieder (German & Russian), Pope (Nutrition & Food Science), Sidiropoulos (Pathology), Saia (Pediatrics), Dostmann (Pharmacology), Cuneo (Philosophy), Dickerson (Psychiatry), Lach (Radiology), Pontius (RSEN), Moore (Surgery)

1. Approval of Minutes of the September 24, 2018 meeting

Motion: To approve the minutes of the September 24, 2018 meeting

Vote: 97% approve, 0% oppose, 3% abstain

2. Presentation of Degrees

It was moved, seconded and voted that the following numbers of graduates be recommended by the Senate to the President for the awarding of the appropriate degrees or certificates as authorized by the Board of Trustees. Individual names of the graduates are recorded with the Minutes of this meeting in the permanent Senate records.

Graduate College candidates for October 2018 (168)

Graduate College degree corrections for October 2016 (2)

Motion: To accept the degrees as presented

Vote: 100% approve, 0% oppose, 0% abstain

3. Resolution in Memoriam for Nancy Swords Jenny, LCOM

Debra Leonard, Chair and Professor in the Department of Pathology in the Larner College of Medicine presented a resolution in memoriam for Nancy Swords Jenny, Associate Professor of Pathology and Laboratory Medicine. The resolution is attached to these minutes.

Motion: Debra Leonard moved to inscribe the Resolution in Memoriam for Nancy Swords Jenny in the minutes of the Faculty Senate and to send a copy to the family.

Vote: 100% Approve, 0% Oppose, 0% Abstain

4. **Faculty Senate President's Remarks** – President Cathy Paris introduced and welcomed Dr. Rick Page, newly appointed Dean of the Larner College of Medicine.
5. **UVM President's Remarks** – President Tom Sullivan provided the following remarks:
 - **NSSE Data** – The National Survey of Student Engagement (NSSE) collects data every 3-years through surveys of first year students and seniors at 4-year colleges and universities to assess the extent to which students engage in educationally effective activities. The latest data released in late summer, early fall 2018 includes data from over 81,000 first year students, and over 100,000 seniors, in 114 comparable institutions. UVM had very strong reporting from both first-year students and seniors in the academic & intellectual engagement categories. Specifically, in the areas of reflective & integrative learning communities, and high impact experiences. 92% of UVM students surveyed report having had at least one high impact experience, and 73% report having two or more high impact experiences. Improvement is needed on categories of rigor in the areas of quantitative analysis and statistical analysis in our undergraduate programs (62% UVM vs. 66% peer institutions). UVM is on the path to increase this ranking with the recent adoption of the General Education requirement for Quantitative Analysis. Another area for improvement is in the category of Acquiring Work Related Skills (62% UVM vs. 67% peer institutions).
 - **General Education** – President Sullivan complemented the Faculty Senate for its work on the first comprehensive review of the four General Education requirements. This important work aligns directly with the UVM vision and mission statement regarding outcomes we want our students to have at the end of their academic journey. Assessment to determine if the learning outcomes have been achieved is also critically important. Look for President Sullivan's essay supporting the faculty work around General Education at UVM in the next issue of *Vermont Magazine*.
 - **UVM Comprehensive Campaign** has crossed over its campaign goal of \$500M, one year ahead of schedule. To date, over \$515M has been committed, with the following funds raised: \$79 million in new academic scholarships, \$62M for endowed chairs and professorships, \$69M in facilities, and \$305M for academic & program investments.
6. **Foundational Writing and Information Literacy (FWIL) Update** – Libby Miles, Director of FWIL provided an overview and update on the General Education requirement in Foundational Writing and Information Literacy. The presentation slides are attached to these minutes. FWIL has four learning goals and five paths to help students fulfil that requirement (ENGS 1, TAP, HCOL 85, LASP, ENGS 2). UVM requires one semester of writing and one semester of information literacy (which is combined into a single course). Enrollment trends and assessment data were presented. FWIL uses a professional development approach to yoke together

assessment and curriculum design in an ongoing process. Each year one of the four learning outcomes is assessed, new resources are developed based on the data gathered, which leads to curricular change in the classroom. Students are included in the assessment process through student-led focus groups. Community data sharing is done after the assessment. Results from recent assessments were shared, and issues were presented for Faculty Senate consideration. The issues include: 1) Should UVM consider an upper level WID/WIL/WILD requirement? 2) Should UVM consider elements of the FWIL structure for other General Education requirements?, 3) Should UVM continue the position of FWIL Director after its 5-year start-up?

7. **Unfinished Business: Review Process for Incoming Administrators with Faculty Appointments.** Cathy Paris reminded Senators that this item of business was brought to the Senate in September by Jim Vigoreaux, Associate Provost for Faculty Affairs, and was postponed to the October Senate meeting. In response to the concerns expressed at the September meeting, further conversations were held with the chair of the Professional Standards Committee, Michael Giangreco, the Faculty Senate Executive Council, and President Sullivan. A revised proposal was designed to address the concern about having faculty voice in the process, as well as the timing of the tenure review. Michael Giangreco presented a revised proposal (attached to these minutes). This expedited review process proposed would: a) allow the tenure decision to be made before an offer is extended (rather than after the fact); b) rely on materials submitted as part of the hiring process; and c) provide the department, unit Faculty Standards Committee, and Senate Professional Standards Committee to offer input to the Provost on the tenure suitability of the applicants. After discussion, Cathy Paris stated that the revised proposal is posted on the Faculty Senate webpage with the materials for the October meeting. Please submit any comments to be considered on this proposal to Faculty.Senate@uvm.edu. Conversation will continue and points raised will be considered before the final proposal returns to the Senate for vote in November.
8. **Wellness Environment (WE) Program Update** – In response to recent discussions across campus regarding the Residential Learning Communities (RLC), the WE program, and the Healthy Brains, Healthy Bodies (HBHB) course, Cathy Paris invited Vice Provost for Student Affairs Annie Stevens to address the Senate. Vice Provost Stevens presented the history and growth of the Wellness Environment Program, the student participation and demographics, and the role the HBHB course plays in the WE program (slides are attached to these minutes).

Vice Provost Stevens began by addressing the following questions:

- 1) Is WE a learning community? WE is both a learning community and a signature program. It has become a model program for UVM. WE has changed the culture of UVM, and is changing the behavioral health of our students. WE has set UVM on the national map for what we are doing for the health and well-being of our students.

- 2) How rigorous is the course? The rigor is determined by the normal curricular processes. The HBHB course (COMU001) went through the regular process, and has been transformed over the 3-years as a result of feedback and assessment.
- 3) Can all majors fit the HBHB 3 credit course? Yes. Some majors have tighter curriculum which requires students to make choices about the types of things they want to engage in on campus.
- 4) Who can get into WE? Anyone can get into WE through the open lottery process.
- 5) Who is included in the research? Research is open to any UVM student. There are more non-WE students than WE students participating in the research.
- 6) How is WE funded? Funding sources include residence hall funding (staffing & program), and the course (COMU001) is funded through the IBB model.

Although all other RLC required courses carry 1-credit, the WE RLC course (HBHB) carries three credits. Vice Provost Stevens stated that WE and the Honors College were grandparented as early adopters before the other RLCs were launched. The courses serve as the cornerstone for the development of the knowledge, skills, and attitudes that are program goals. The WE and Honors College RLC courses started as 3-credit courses, and have remained as 3-credit courses. HBHB is both the foundation and the mortar of the WE program. The goal of the course is to teach the students about the science of behavioral change. The course helps ground students in an understanding of the neuroscience, and provides opportunities to practice the skills they are learning through incentivized behavior change activities in the resident halls and then through the WE App. The three credit hours enables more faculty contact in and out of the classroom throughout the semester.

Outcomes reported by Student Affairs show an overall decline in alcohol and other drug use over the last 5-years, including a 39% drop in self-reported high-risk drinking on campus, and a 52% drop in individual student conduct cases. The WE residence halls had 92% fewer housing contract issues and conduct cases than non-WE halls in AY17-18. And 46% fewer WE students were found responsible for AOD violations compared to other undergrads in AY17-18. Retention in all RLCs is higher than non-RLC. The only RLC with a higher retention rate than WE is the Honors College. There is also a correlation between higher GPA and students in WE. The Student Affairs office will be looking more closely at these outcomes, including removing COMU001 from the analysis of GPA.

Cathy Paris closed the discussion, and stated that if the Senate would like another opportunity for conversation with Vice Provost Stevens, and or other representatives of the WE program, it could be added to another Senate agenda.

9. **New Business** – none at this time

10. **Adjourn.** The meeting adjourned at 5:42 p.m.

Resolution in Memoriam

Nancy Swords Jenny, PhD

Associate Professor of Pathology and Laboratory Medicine

1964 – 2017

Presented by Debra Leonard, MD, PhD

Chair and Professor, Department of Pathology and Laboratory Medicine

October 22, 2018

Dr. Nancy Jenny, Associate Professor of Pathology and Laboratory Medicine, died suddenly on June 13th, 2018, after a tragic accident which occurred as she tended to her horses at her home stables with her husband, Rick Jenny, PhD. Nancy was born on May 12, 1964 in Cedar Rapids, Iowa and soon after moved to Rutland, Vermont where she and her two siblings grew up. Nancy had a deep and abiding love for Vermont, which was one of the forces influencing her and Rick to develop Brigham Hill Stables, LLC at their home in Essex. Nancy, Rick and their two children all rode competitively, and provided stabling for their horses and many others.

Nancy loved science. She received both a Bachelor's degree in 1986 and her PhD in 1990 in Chemistry from the Rensselaer Polytechnic Institute. She then joined the University of Vermont laboratory of Dr. Ken Mann as a biochemistry post-doctoral fellow, where she met her husband-to-be Dr. Rick Jenny. While Rick went into the Biotech industry, Nancy stayed in academia and in 1999 joined the faculty of the Pathology Department as a Research Associate. She progressed through the ranks to Associate Professor in 2012.

While Nancy's initial training was in chemistry and biochemistry, she switched to molecular epidemiology when she joined the Department of Pathology's Laboratory for Clinical Biochemistry Research working with Dr. Russel Tracy. Nancy took to epidemiology with her characteristic enthusiasm, creativity and dedication. Nationally, Nancy was considered a mid-career "star," with numerous honors and awards. She sat on dozens of committees for major national epidemiology cohort studies and consortia. Her special interests were the associations of the immune system with aging-related diseases such as cardiovascular disease and dementia, an area of immense importance in the health and quality of life of our aging American population. Nancy's research included hundreds of collaborations nationally and internationally.

Nancy had more than 170 publications in top-tier scientific journals and in major textbooks, helping to define the role of inflammation in chronic disease, a step critical to ultimately developing the best possible lifestyle choices and interventions. Her stature at the national level was easily demonstrated by her appointment to many committees of the 2.4 million-member American Heart Association, where she was an elected Fellow. She

was on the Editorial Board of the top journal in her field, *Arteriosclerosis, Thrombosis and Vascular Biology*. At the University of Vermont, Nancy contributed as a member of several committees such as the Educational Research Technology Committee. In the Department of Pathology and Laboratory Medicine, she had served on 10 different committees including the Reappointment, Promotion and Tenure Committee. Despite being focused on research, Nancy also taught graduate and medical students with high praise over the years.

Nancy was a bright, friendly, and extremely competent person, outstanding researcher, and a great colleague and friend. Along with her love for, and dedication to, her family, she had major impacts on research in molecular epidemiology nationally, the academic life of the Department of Pathology and Laboratory Medicine and the Larner College of Medicine, and the community of Essex, Vermont. She is deeply missed by family, friends and colleagues.

FWIL @ UVM

Presented to the Faculty Senate, 22 October 2018

Libby Miles, Ph.D. / Dir. of Foundational Writing and Information Literacy

General Education @ UVM

FW:
Foundational
Writing &
Information
Literacy

D1 and D2:
Diversity

SU:
Sustainability

QR:
Quantitative
Reasoning

What is the FWIL Requirement?

- Foundational Writing **and** Information Literacy
 - Rhetorical Discernment
 - Information Literacy
 - Critical Reading
 - Substantive Revision



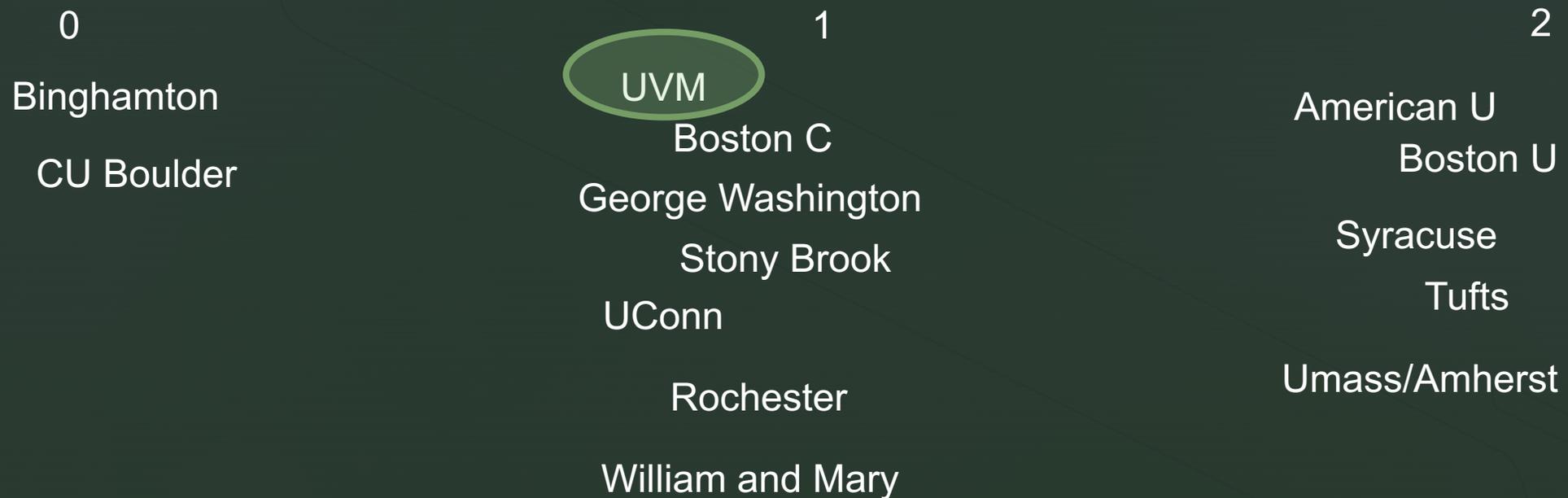
Benchmarking: an outside perspective

Required Semesters of Writing

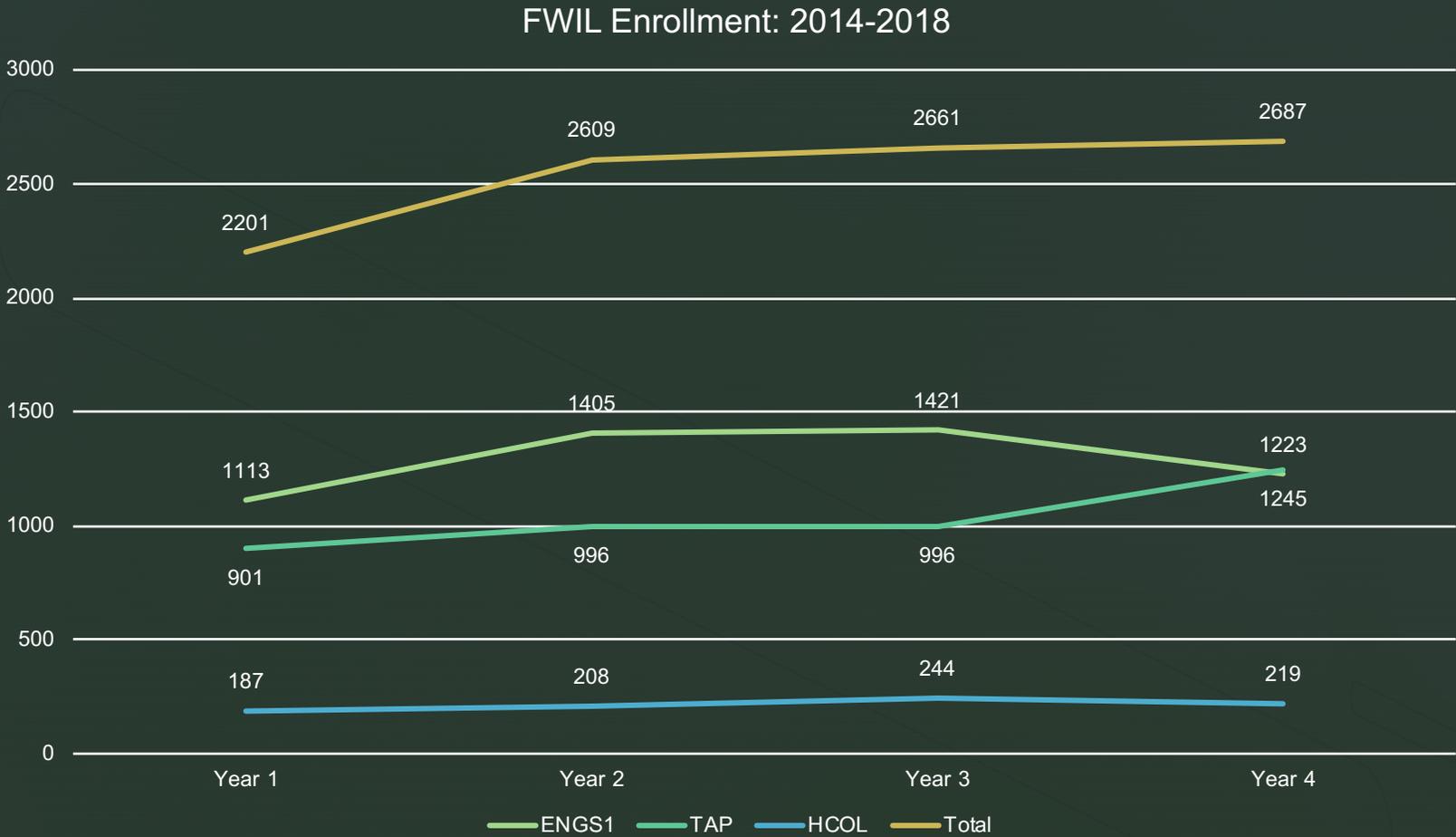


Benchmarking, con't.

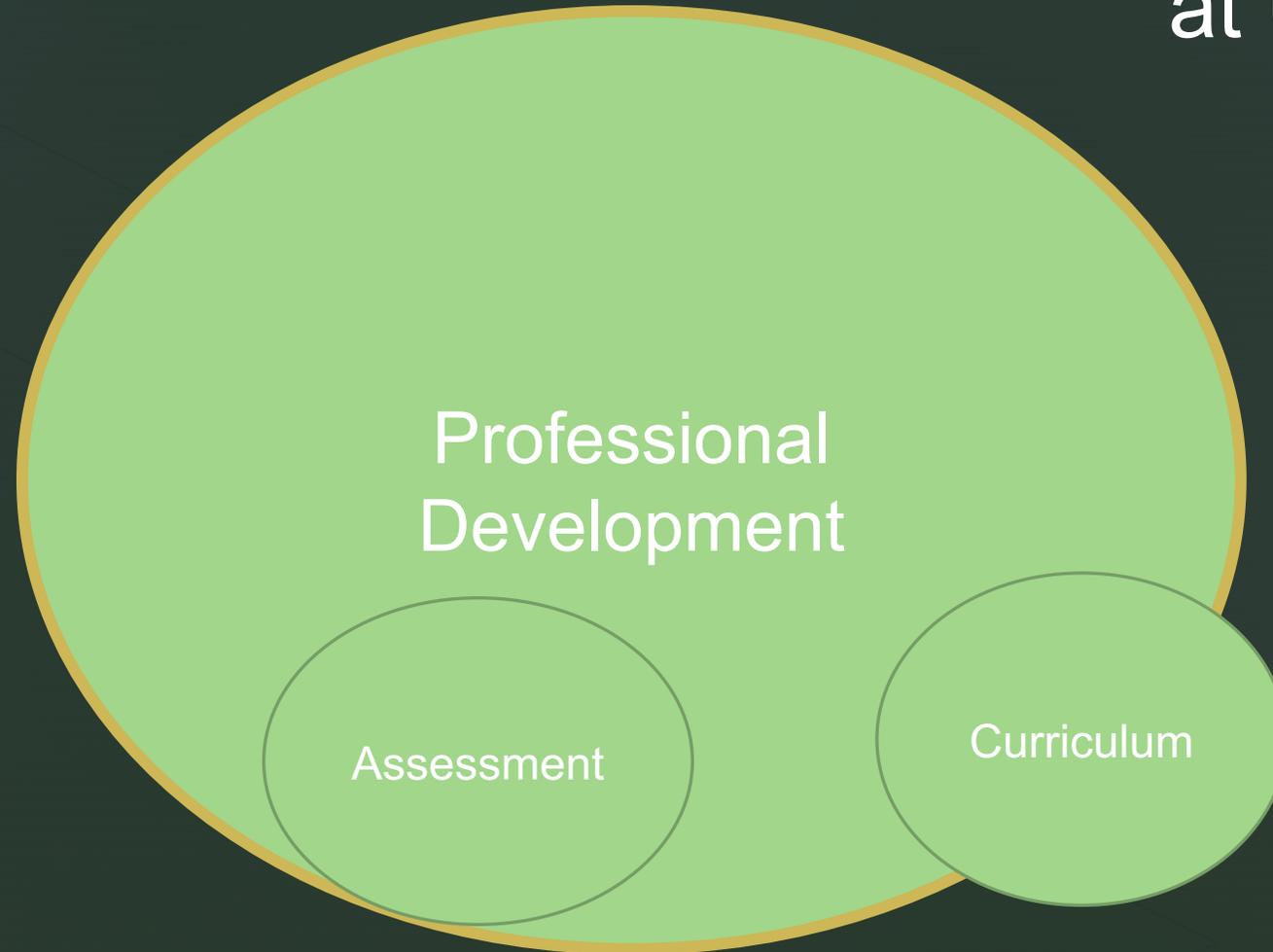
Required Semesters of Information Literacy



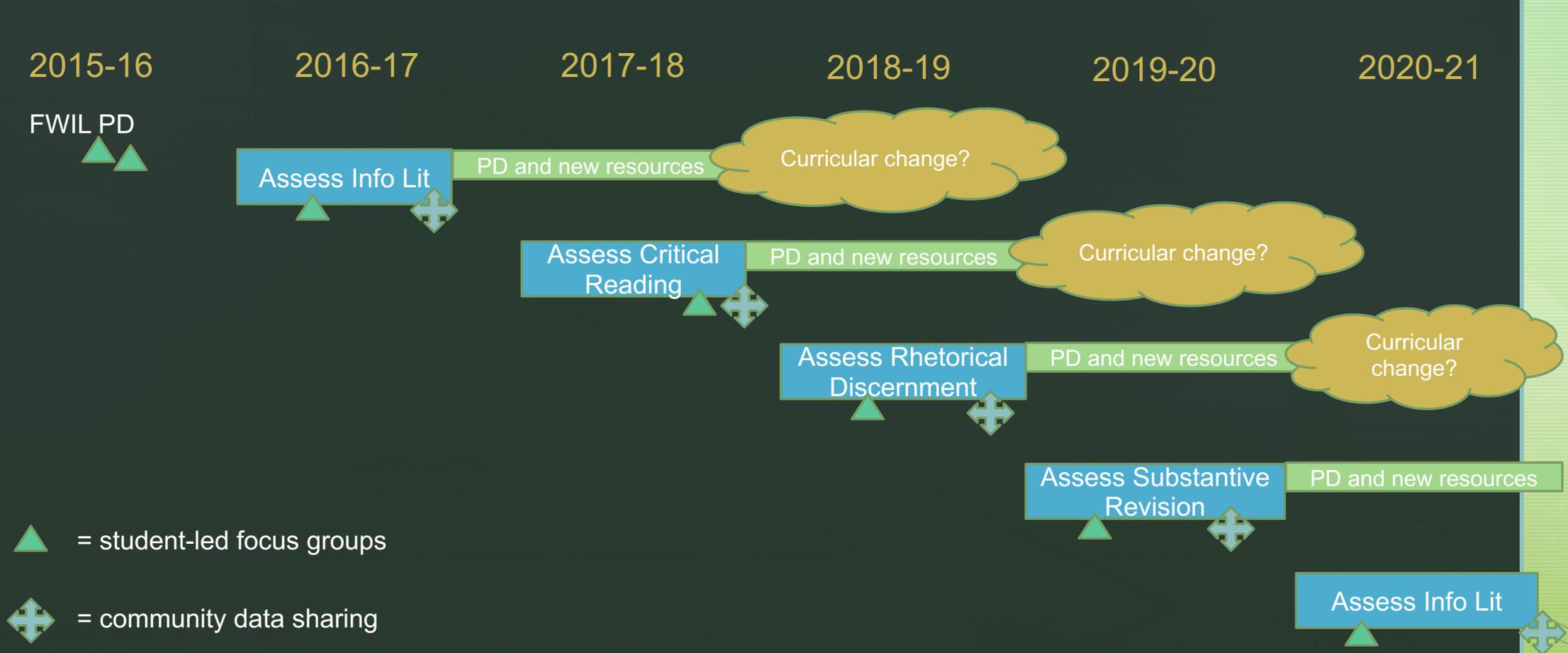
Enrollment Trends: 2014 - 2018



So, how are we meeting that challenge
at UVM?



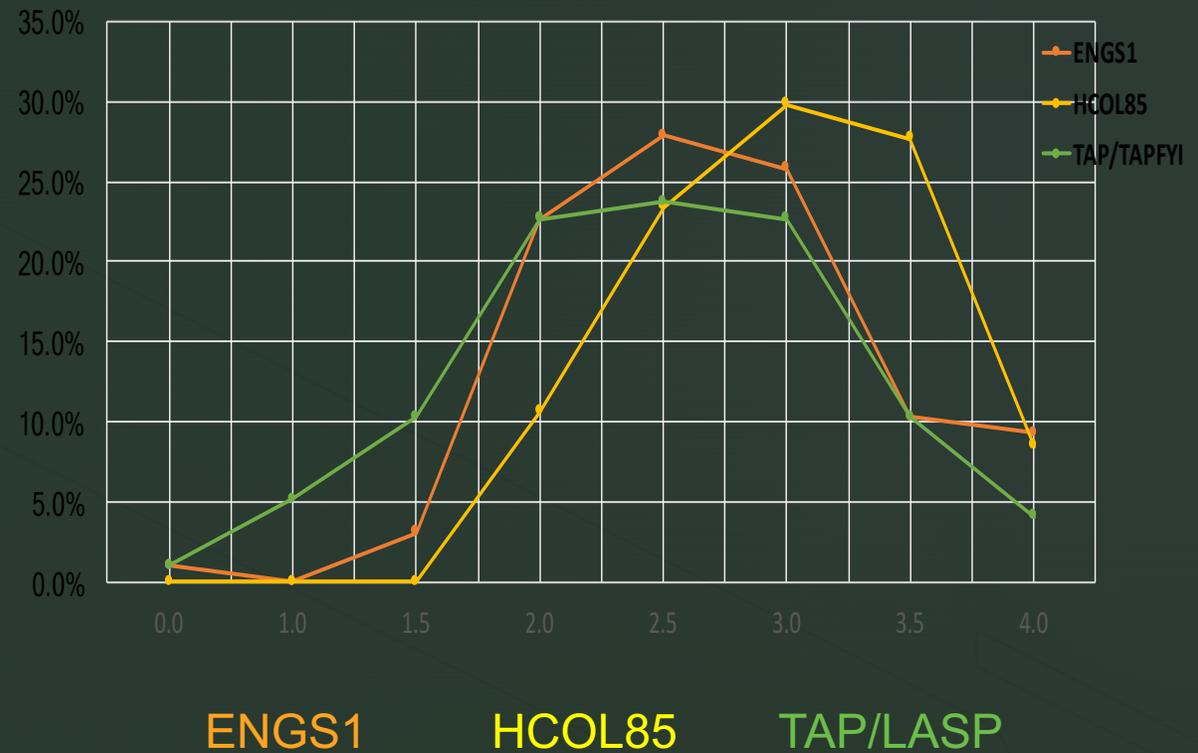
Professional Development = Assessment + Curriculum Design

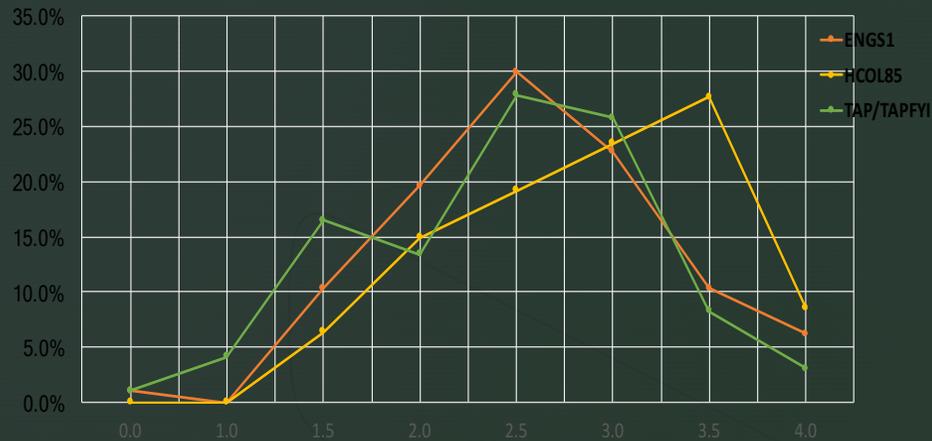


So, what have we learned?

2016-17: Information Literacy

- *Text draws on multiple appropriate sources, organizing and synthesizing information from those sources to serve a specific purpose.*
- 22 raters for 241 artifacts, all-day rating





ENG51

HCOL85

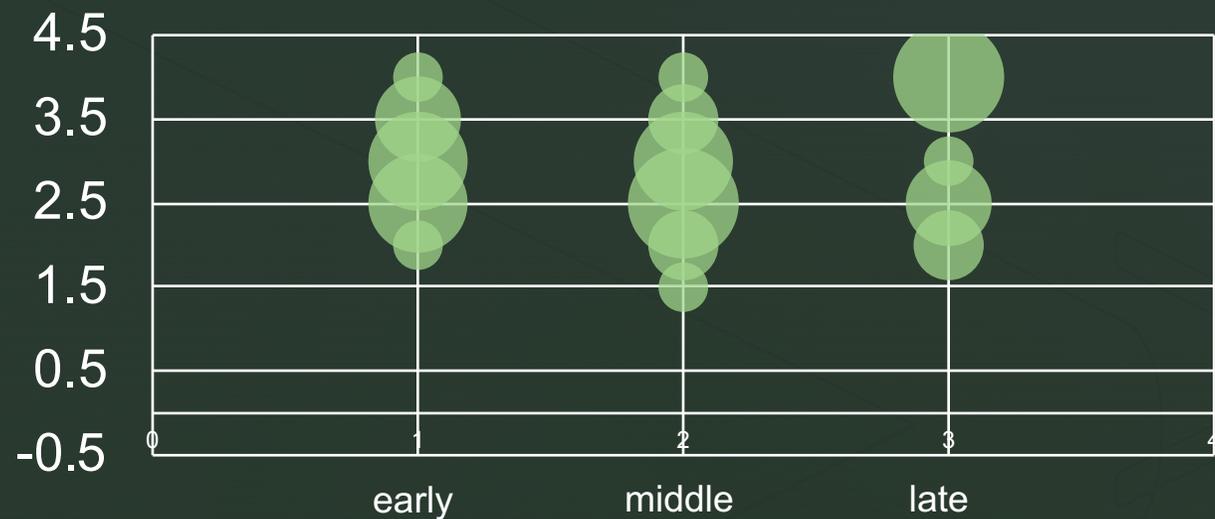
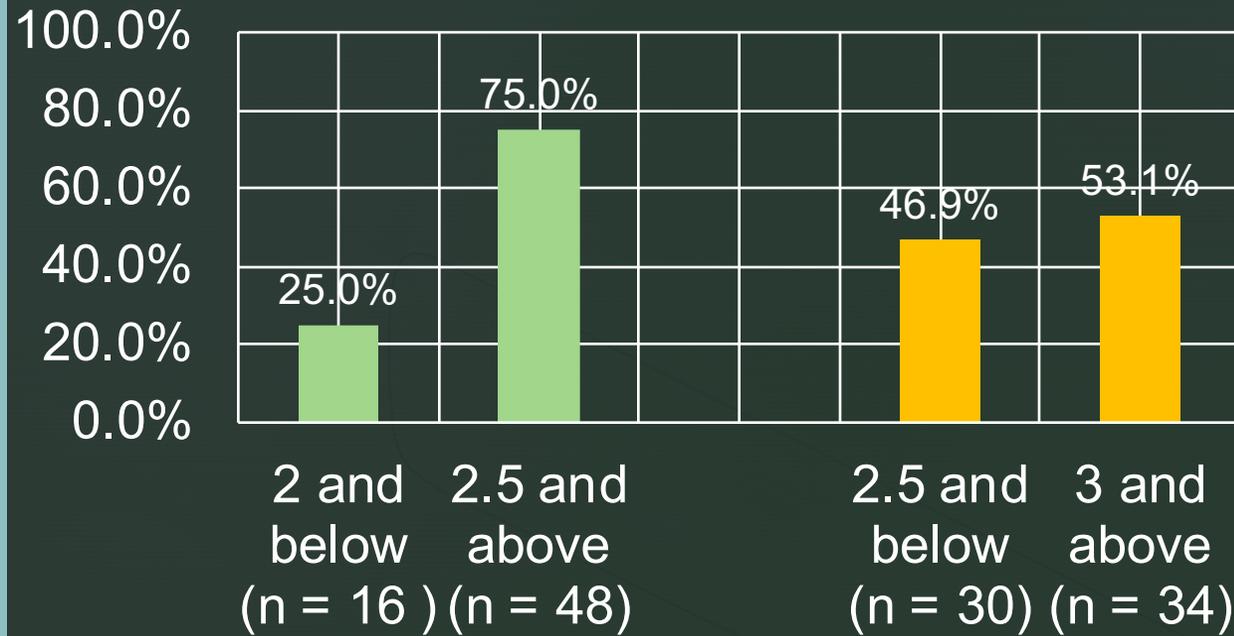
TAP/LASP

How deeply did students engage with the texts?

Do fewer sources result in greater engagement?



2017-18 Critical Reading



So, what have we **done** with what we have learned?

International Sections of ENGS001

“Do This? Try This!”

Teaching Demos and
Discussions (open to all)

Bb Professional
Development sites

TAP May Meeting
&
TAP Kick-Off Lunches

Fellows: in-depth, cohort-
based deep dives

ENGS002 for upper
division and transfers

FWIL Self-Check & jargon-free
minimum competencies

Issues for Faculty Senate Consideration

- Re: Writing @ UVM – Should UVM consider an upper level WID / WIL / WILD requirement, putting us more in line with our benchmarks?
- Re: Gen Ed @ UVM – Should UVM consider elements of this sort of structure (curriculum + assessment + professional development) for other Gen Ed areas?
- Re: FWIL – Should UVM continue the position of FWIL Director (or something like it) after its 5-year start-up?

Tenure Review for Incoming Administrators with Faculty Appointments: Proposed Expedited Process

Rationale for a new approach

At present, when a new administrator is hired at UVM, he or she undergoes a full tenure review *after* having been offered a position. This procedure puts the candidate in an awkward position, as s/he must decide whether to accept the job and relocate to Burlington without knowing officially whether or not tenure will be granted. What's more, full tenure review might be seen as burdensome and redundant, as the candidate will have already undergone tenure review at one or more previous institutions. The expedited review process proposed here would: a) allow the tenure decision to be made before an offer is extended (rather than after the fact); b) rely on materials submitted as part of the hiring process; and c) provide the department, unit Faculty Standards Committee, and Senate Professional Standards Committee to offer input to the Provost on the tenure suitability of the applicants.

To whom does this proposed expedited process apply?

The expedited process proposed here would apply only to administrators who (*all three must apply*):

- have already been granted tenure at an academic institution of comparable reputation
- already hold the rank of full professor at a comparable academic institution
- will hold a joint faculty appointment in an academic unit at UVM

If either of the first two are not the case, the standard tenure review process will be deployed. If the third is not the case, the tenure question is irrelevant.

What does the proposed expedited process entail?

The salient points of the proposed new process are as follows:

- Tenure review for proposed new administrators will occur after finalists have been identified but before a position is offered.
- The set of finalists (usually 3-5) will be reviewed simultaneously, in the prospective home department, by the unit's Faculty Standards Committee, and by the Senate Professional Standards Committee. Reviews at all levels will be concurrent.
- Candidates will be reviewed on the basis of documents already submitted as part of the search process, including, but not limited to, the candidate's CV, letters of support, and letter from the search committee chair. These materials will be used in lieu of a full green sheet package.
- Review will be on an expedited timeline, to be completed over the course of five business days
- The review will focus solely on the candidates' acceptability for tenure under UVM and relevant academic-unit guidelines.

The College Experience, Redefined

THE WELLNESS ENVIRONMENT AT THE
UNIVERSITY OF VERMONT

Annie Stevens, Ph.D.

Vice Provost, Student Affairs

Faculty Senate

October 22, 2018



The University of Vermont

WELLNESS ENVIRONMENT

Questions?

Is WE a learning community?

How rigorous is the course?

Can all majors fit the HBHB 3 credit course?

Who can get into WE?

Who is included in the research?

How is WE funded?

WELLNESS ENVIRONMENT

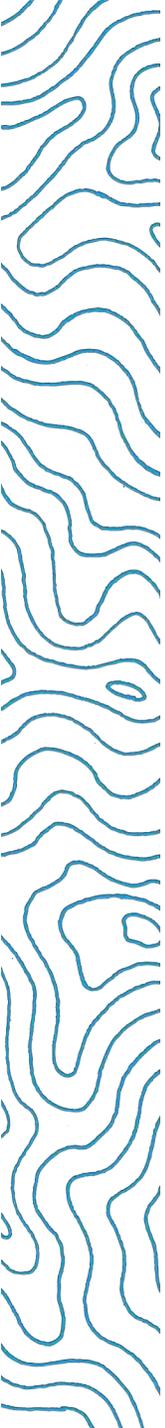
OUTLINE



HISTORY + GROWTH

THE ENVIRONMENT

OUTCOMES



Timeline

2012: President's Commission for Alcohol, Cannabis and Other Drugs Established

2014: Connection between Student Affairs and Dr. Jim Hudziak

2015: Launched the Wellness Environment in Patterson Hall

2016: Grew the Wellness Environment to McAuley Hall for first year students

2017: Launched broader Learning Community Initiative;

Moved WE from McAuley Hall to new residence hall for additional space

2018: Full implementation of Learning Community Initiative

Added Converse Hall to WE on Central Campus



A neuroscience-inspired, behavioral change program to build healthy brains in UVM students.

WE is a University Signature program and a Learning Community

- UVM WE is a national model of how a University is using neuroscience and incentive-based behavioral change to positively impact a student's life potential.
 - Faculty Engagement/Contact in and outside the classroom
 - Academic course with cutting-edge science and nationally renowned guest speakers
 - Students engaged in activities where they live and directly linked to their learning
 - Research funded by a national grant and private donations
- The developmental processes of the transitional age brain (18-25 yrs) are critical and have often been ignored
- Wellness activities can be incentivized using behavioral change methods
- Strategies that include healthy brain building activities simply make good scientific, programmatic, and financial sense for UVM



STUDENT PARTICIPATION AND DEMOGRAPHICS





FALL 18 DEMOGRAPHICS

	WE	Not WE
Sex		
Female	66%	58%
Male	34%	42%
Residency		
In-State	30%	27%
Out-Of-State	70%	73%
College		
Agriculture and Life Sciences	12%	13%
Arts and Sciences	41%	43%
Engineering and Mathematical Sciences	14%	13%
Education and Social Services	7%	7%
Nursing and Health Sciences	14%	8%
Grossman School of Business	8%	8%
Rubenstein School of Environment and Natural Resources	4%	7%

	WE	Not WE
Class Year		
First Year	67%	19%
Other Freshmen	2%	2%
Sophomore	27%	25%
Junior	3%	25%
Senior	1%	29%
First Gen Student		
First Gen Student	14%	14%
Not First Gen	86%	86%
Student of Color		
No	89%	89%
Yes	11%	11%

Housing Process

RETURNER

January 4: Housing contract opens

January 22: Housing contract closes

February 4: Learning Community
placements released

March 1-31: Online room selection events

April 1-May 31: Trading Spaces period

INCOMING

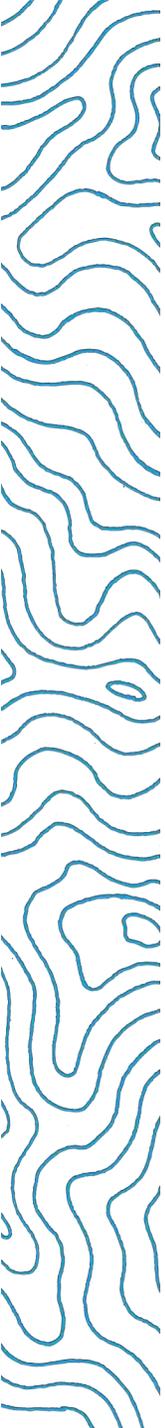
May 1: Acceptance fee due

May 4: Housing and meal plan contract
(rank community preferences)

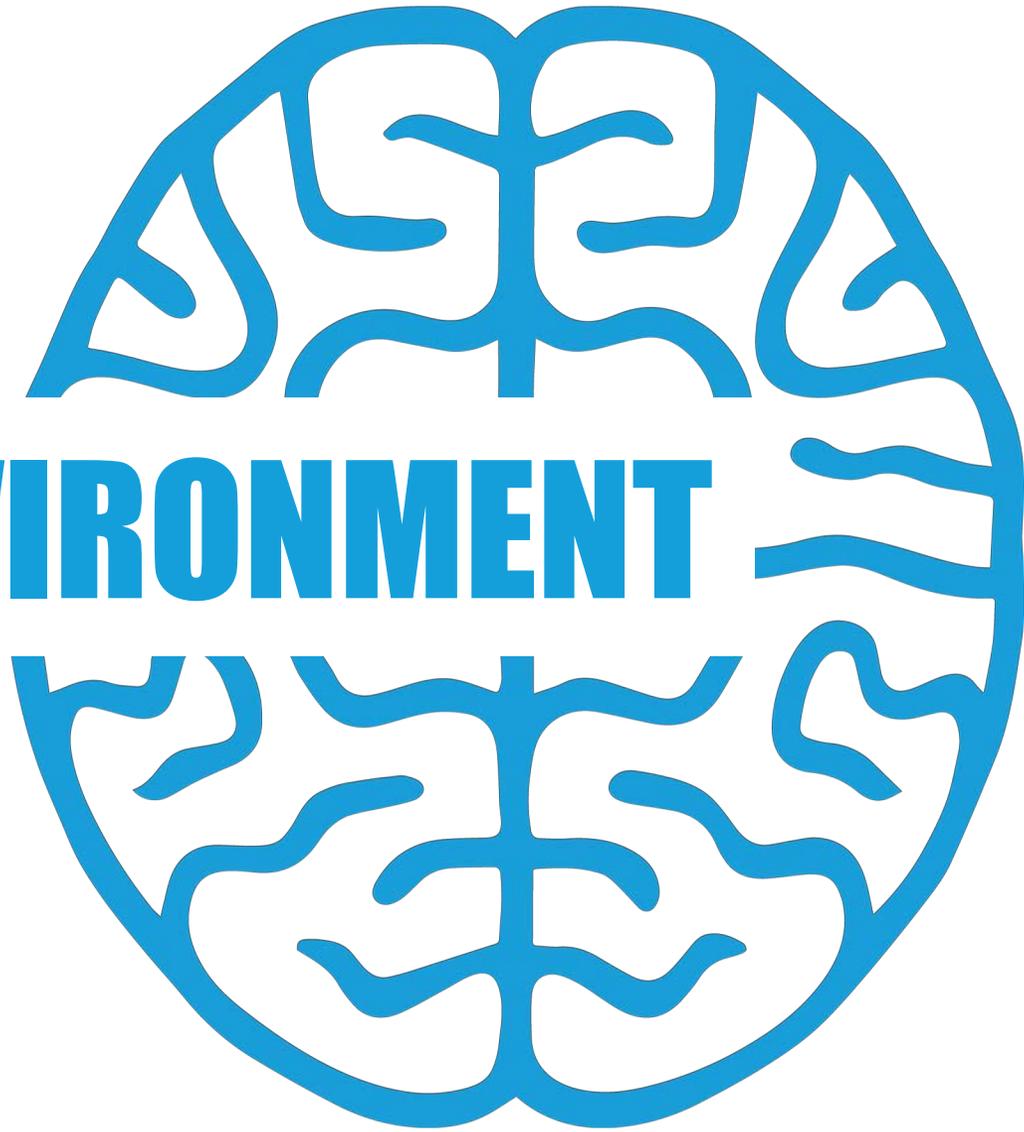
End-of-may: Receive community placement

June: Attend orientation

Early August: Room and roommate
assignments released



THE ENVIRONMENT



THE COURSE: COMU001

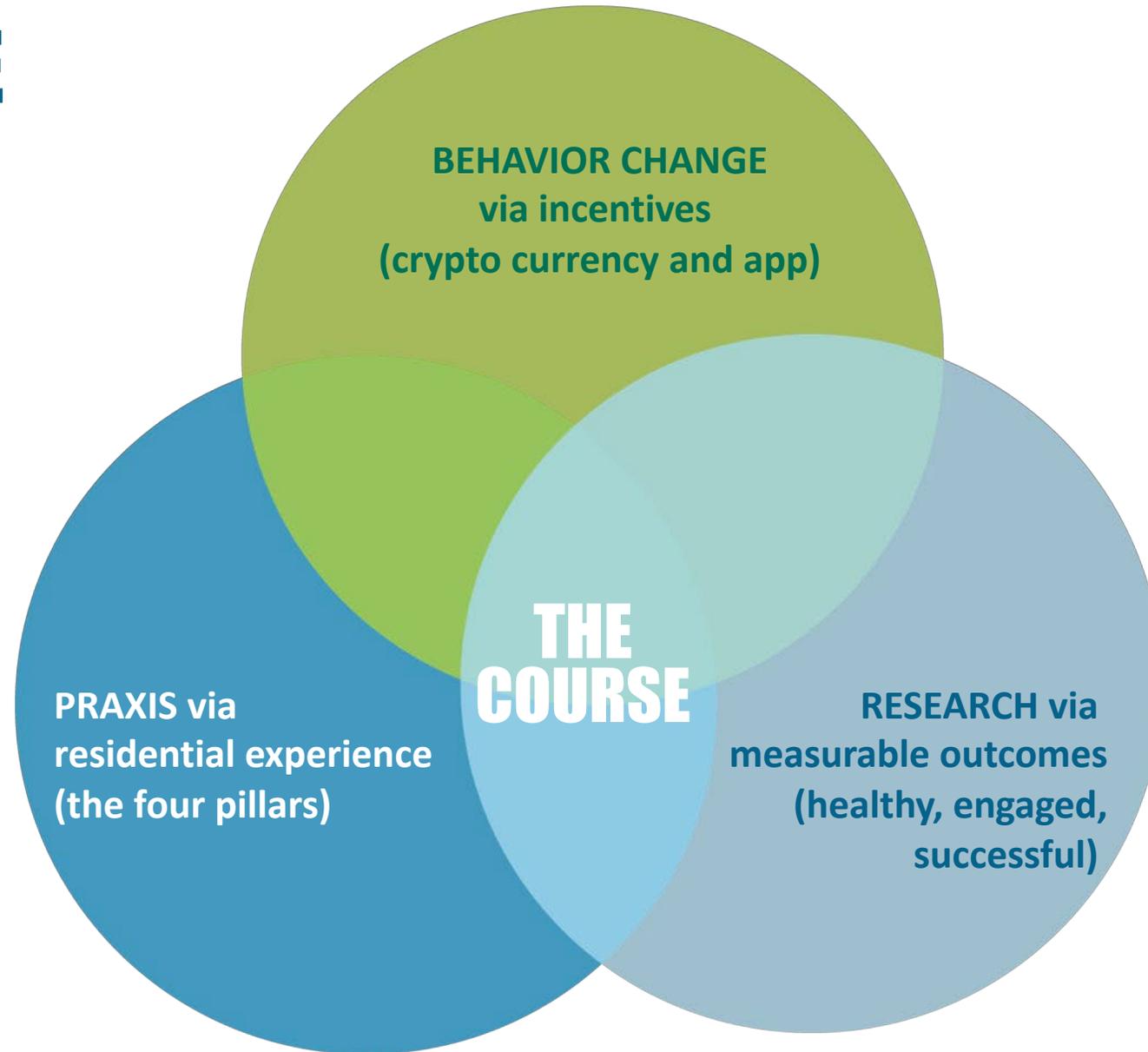
HEALTHY BRAINS, HEALTHY BODIES: SURVIVING AND THRIVING IN COLLEGE

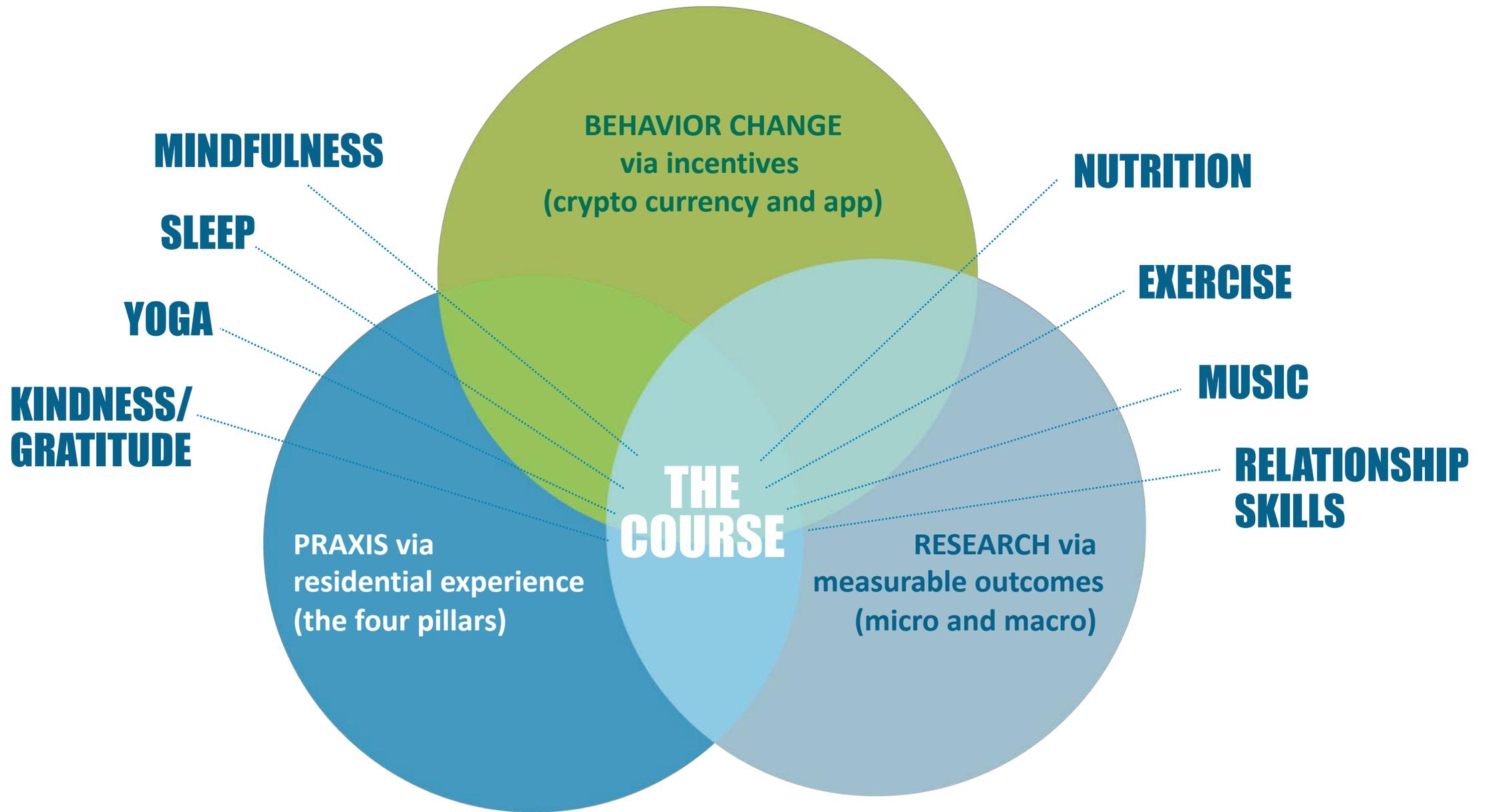


THE COURSE IS THE FOUNDATION OF THE WELLNESS ENVIRONMENT

IT PROVIDES THE KNOWLEDGE, SKILLS AND ATTITUDES FOR BUILDING
HEALTHY BRAINS.

SIGNATURE PROGRAM





THE WELLNESS ENVIRONMENT
BUILD YOUR BRAIN SPEAKER SERIES

Your Brain is Amazing.

LEARN MORE ABOUT IT
FROM THESE EXPERTS:

JAY GIEDD, M.D.

THE HUMAN CONNECTOME: HOW COHERENT ARE OUR BRAINS
SEPTEMBER 17 - TERRILL BUILDING 108 - NOON

ART KRAMER, PH.D.

THE NEUROSCIENCE OF EXERCISE
SEPTEMBER 25 - DAVIS CENTER 403 - NOON

JOHN CRYAN, PH.D

THE GUT-BRAIN CONNECTION
OCTOBER 3 - DEWEY HALL 314 - NOON

JUDSON BREWER, PH.D. MINDFULNESS
OCTOBER 15 - TERRILL BUILDING 108 - NOON

STACY DRURY, M.D., PH.D.

THE NEUROSCIENCE OF ADVERSITY
OCTOBER 31 - DAVIS CENTER FRANK LIVAK BALLROOM - NOON

MARGARET MARTIN, PH.D.

THE NEUROSCIENCE OF MUSIC; THE HARMONY PROJECT
NOVEMBER 7 - DAVIS CENTER MILDRED LIVAK BALLROOM - NOON

ALAN BUDNEY, PH.D.

CANNABIS AND THE BRAIN
NOVEMBER 14 - WATERMAN 338 MEMORIAL LOUNGE - NOON

[GO.UVM.EDU/WESPEAKERS](https://go.uvm.edu/wespeakers)

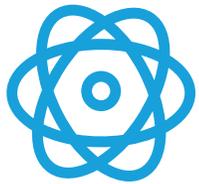
FREE & OPEN TO THE PUBLIC. FOR ACCOMMODATIONS EMAIL [WELLEVN@UVM.EDU](mailto:wellevn@uvm.edu)



THE WELLNESS ENVIRONMENT

THE CENTER FOR HEALTH AND WELLBEING

THE FOUR PILLARS



MINDFULNESS



FITNESS



RELATE



NUTRITION

UVM WE APP RESEARCH STUDY

The health promotion based "WE App" provides a mechanism to collect research survey & activity data for the IRB approved study and offer a opportunity to study and promote the UVM Wellness Environment's incentivized behavior change model.

Research participants:

1900 Participants in year 1; 3000 in year 2; WE and Non-WE participants

The data we collect from this app includes:

- 14 Question Survey, Fitness, AOD, meditation, nutrition, sleep, mood, hydration, heart rate, Healthkit data (includes activity/movement data)

Participation is voluntary, confidential, and students can opt out at any time.

WE Finances

EXPENSES:

Programs

- University-Wide Events ex. 4205K, WE Speaker Series
- Pillar programming ex. yoga classes

Recruitment and Outreach Events

Program Incentives (fitness passes, earned rewards)

Research

- App/Data Development

Office/General

Staff/Salaries

FUNDING SOURCES:

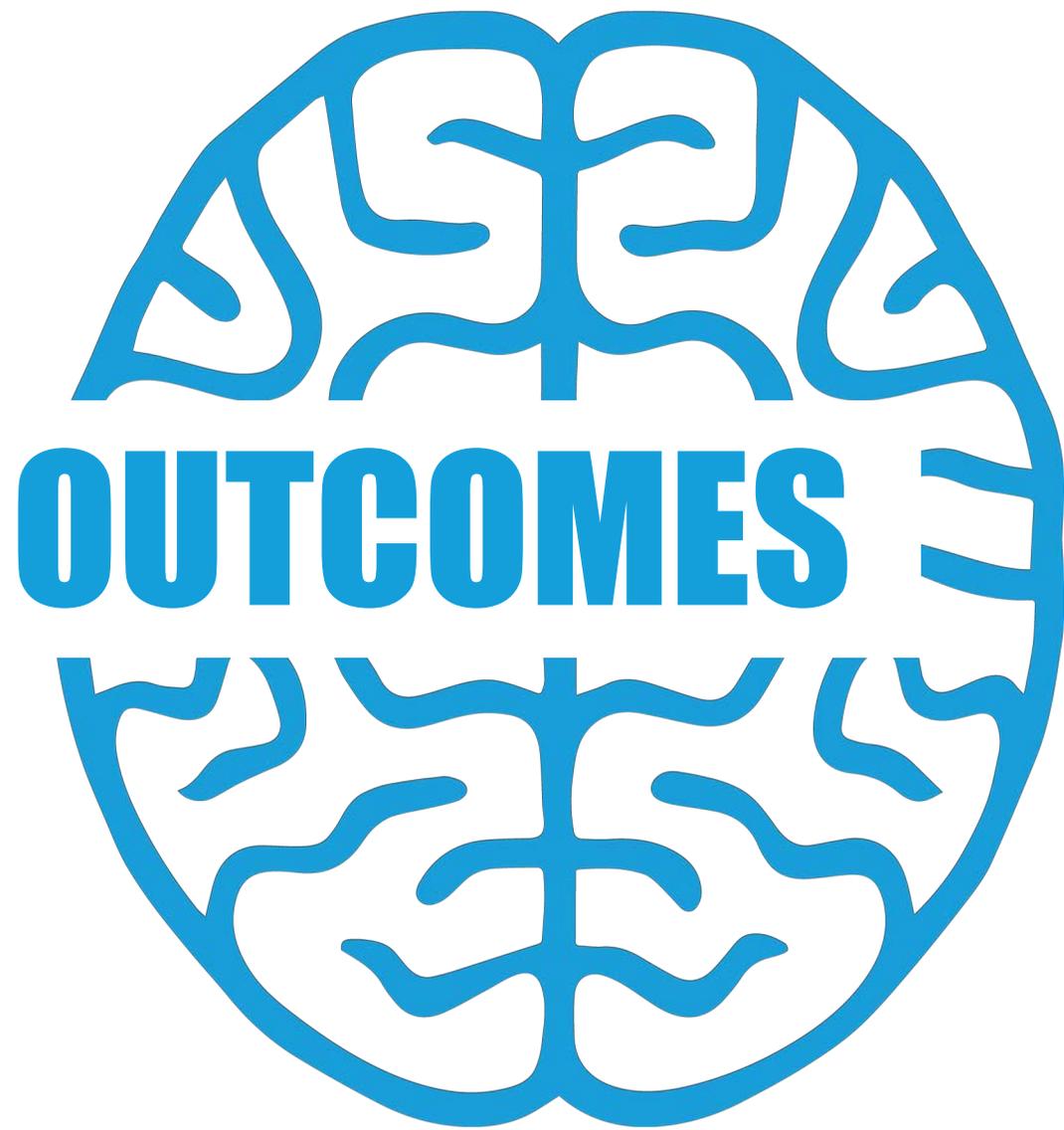
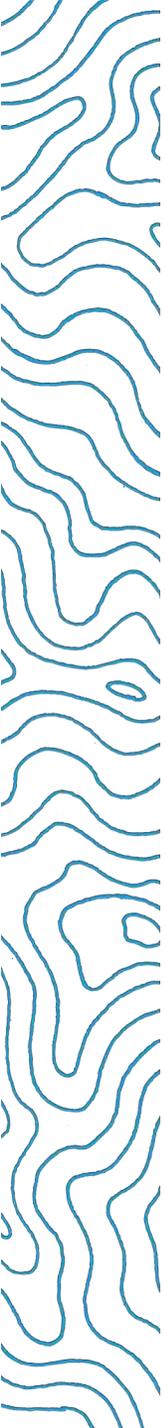
Residential Life Staffing and programming

WE Venture program fees

Conrad Hilton Foundation Grant (1.8 million over three years)

IBB from COMU001

Private Donations





OVERALL DECLINE IN ALCOHOL AND OTHER DRUG USE

39%

Drop of high-risk drinking behavior between AY12-13 and AY17-18.

Source: Monthly Measures

52%

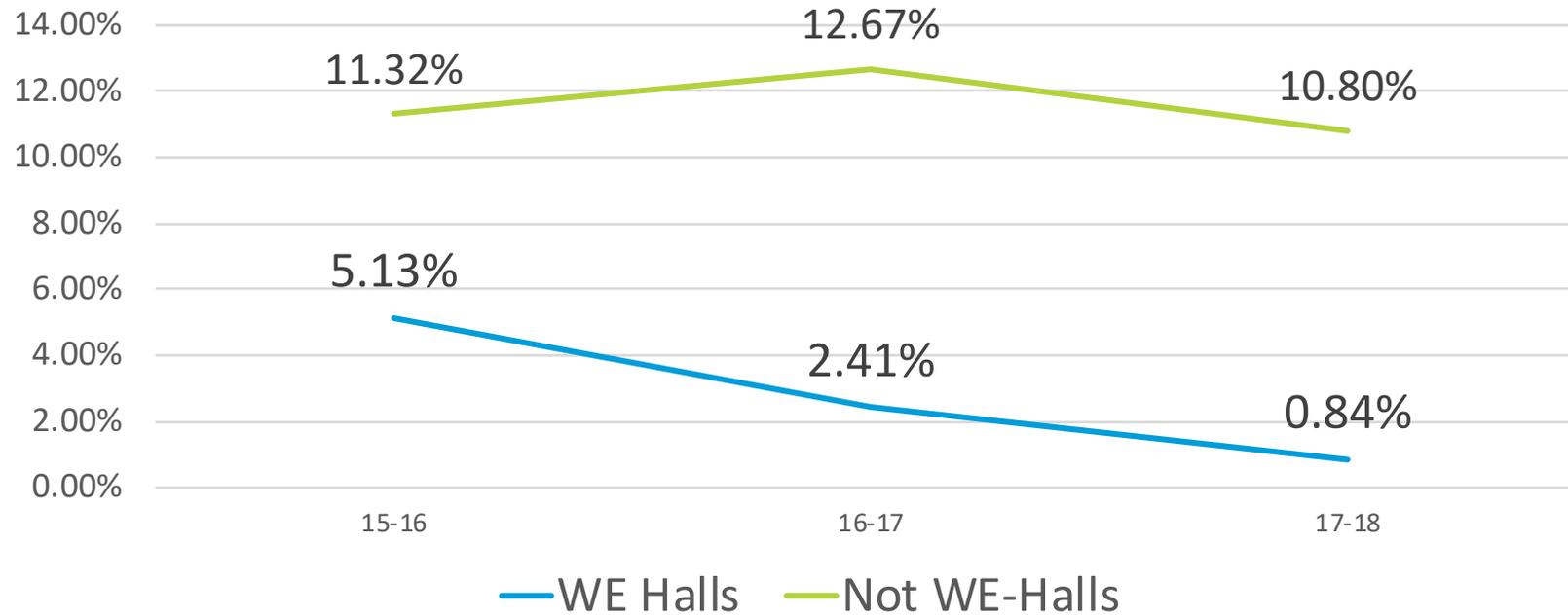
Drop of distinct individuals who have been found responsible for an alcohol, cannabis or other drug charge between AY11-12 and AY17-18.

Source: Maxient



CONDUCT DATA BY HALL

Percentage of AOD TAC and CS Incidents (WE Halls vs Not WE Halls) per population*



92%

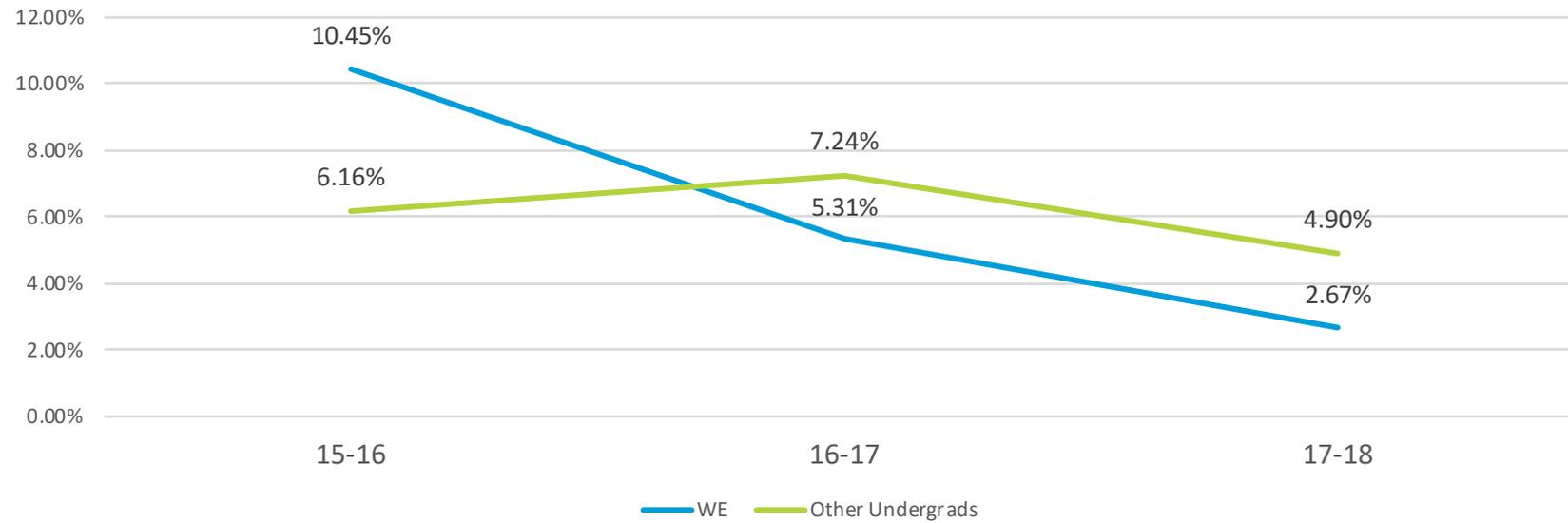
WE halls had 92% fewer TAC and CS AOD incidents* than non-WE Halls in AY 17-18.

Source: Maxient, Res Life Census
*where the student was found responsible



CONDUCT DATA PER POPULATION

Percent of Population Found Responsible for AOD Community Standards Violation*



46%

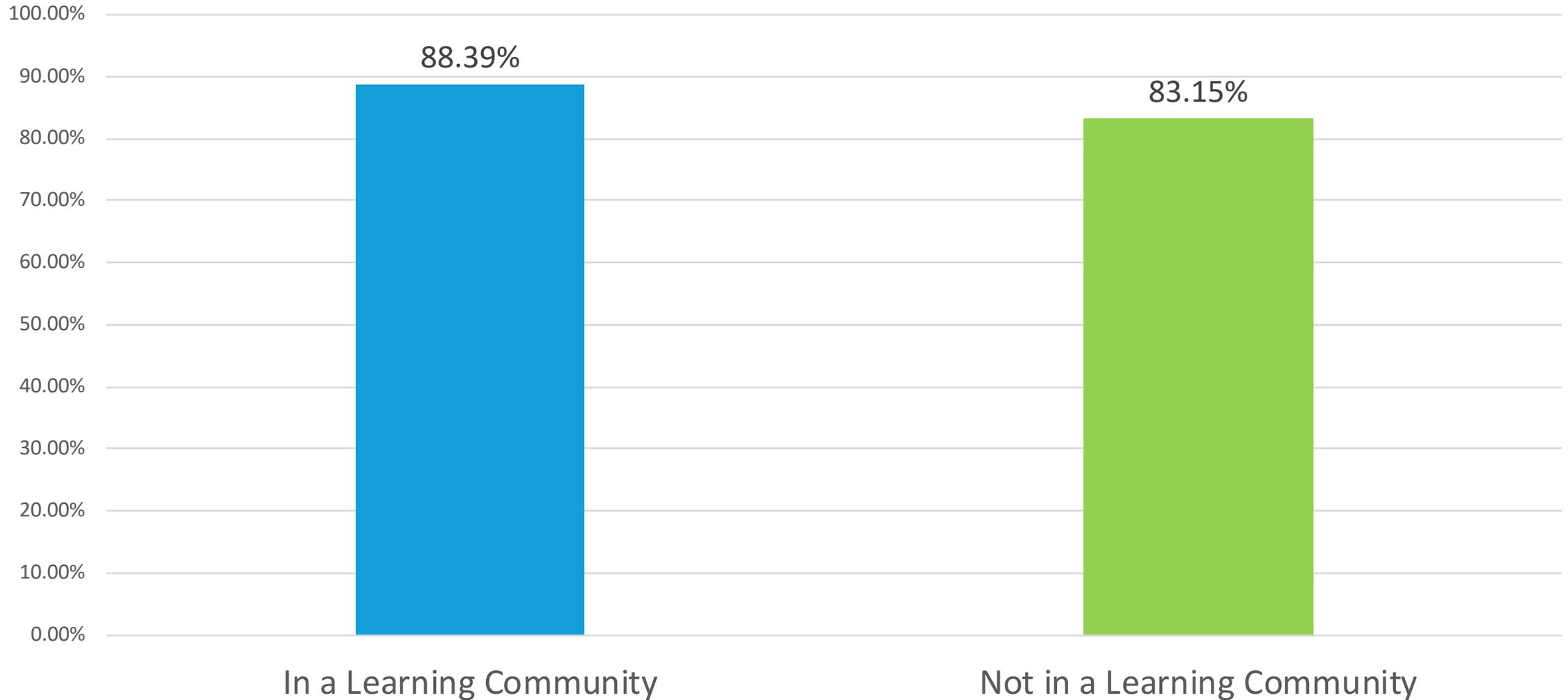
fewer WE students were found responsible for AOD violations compared to other undergrads in AY 17-18.

Source: Maxient, OIR Census



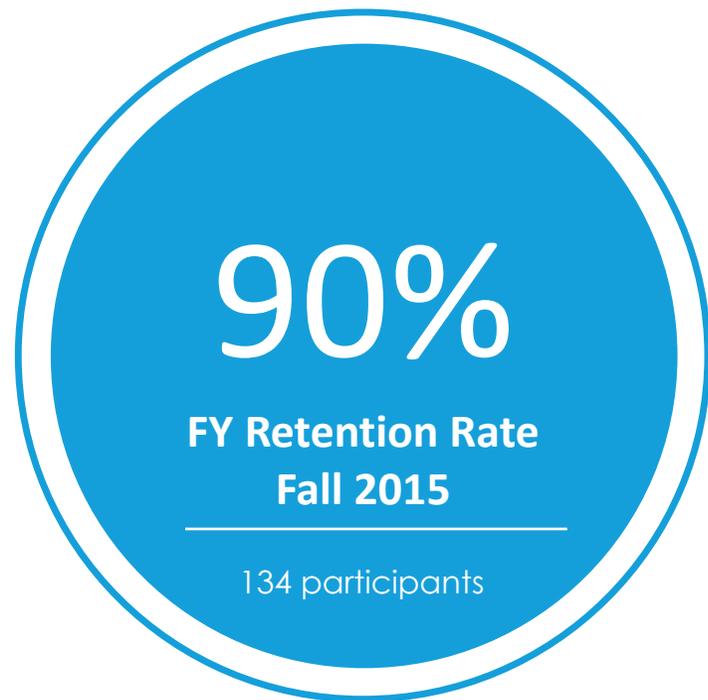
RETENTION LC VS. NOT

% of FA17 FTFYs Retained at FA18 LC vs Not

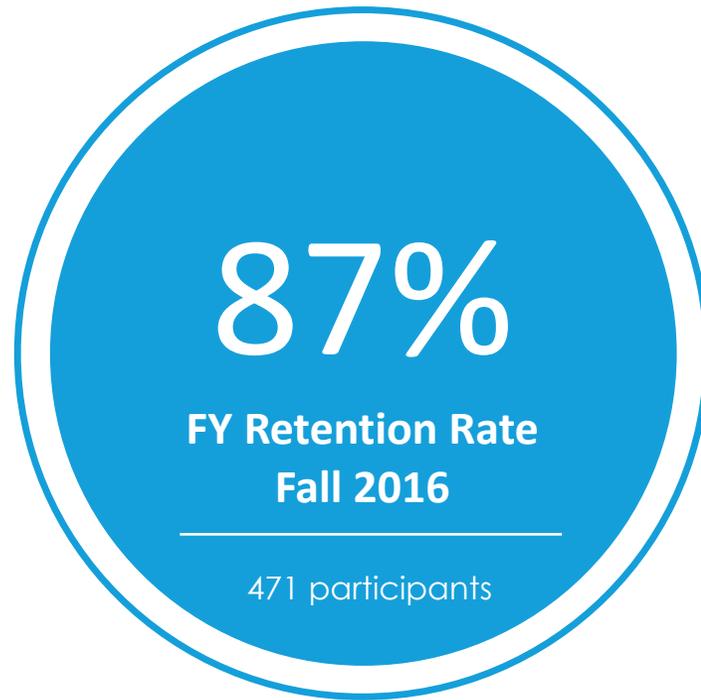




WE FTFY STUDENT RETENTION



The 2015 non-WE cohort was retained at 86%



The 2016 non-WE cohort was retained at 86%

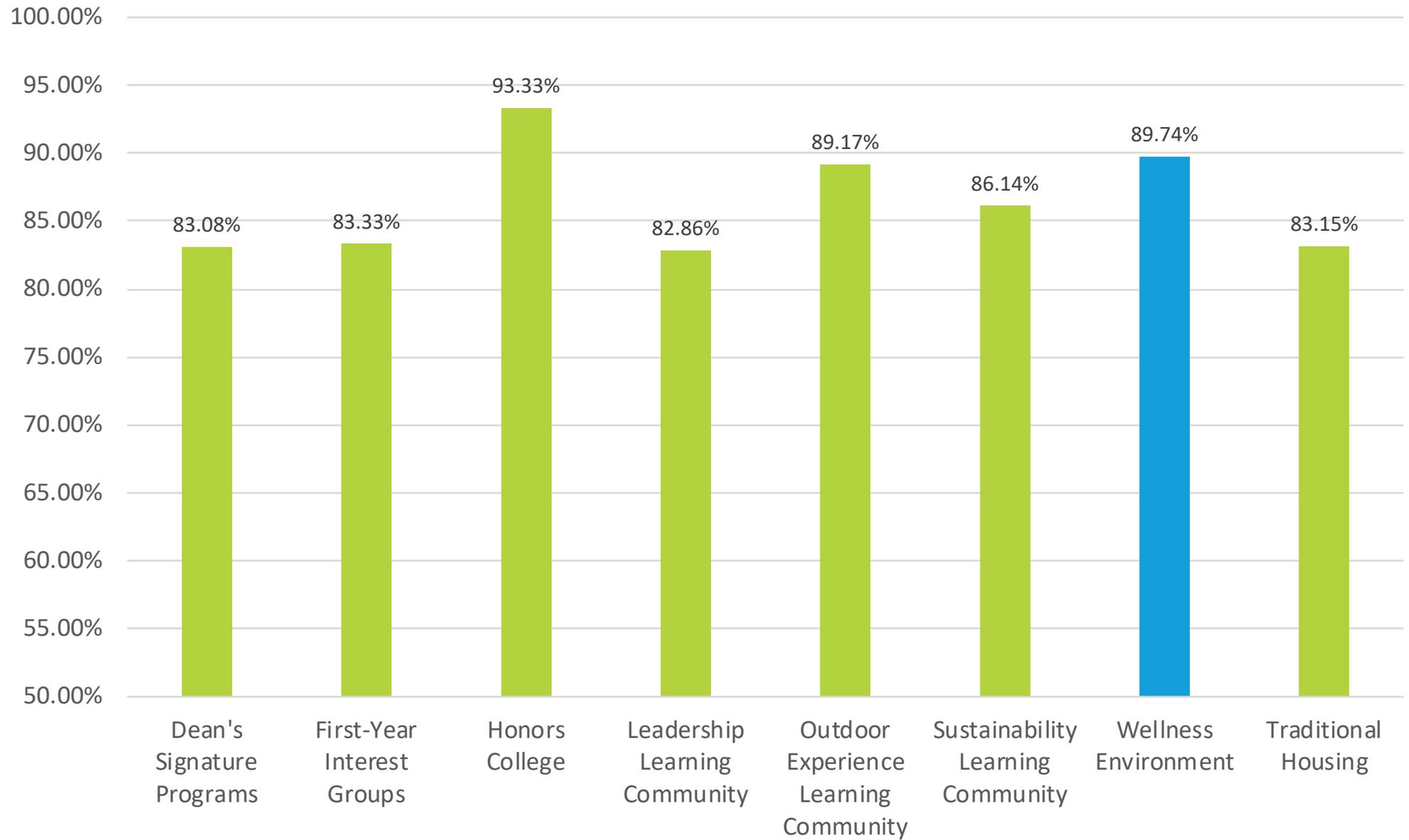


The 2017 non-WE cohort was retained at 87%



RETENTION BY LEARNING COMMUNITY

FA17 Retention by Community

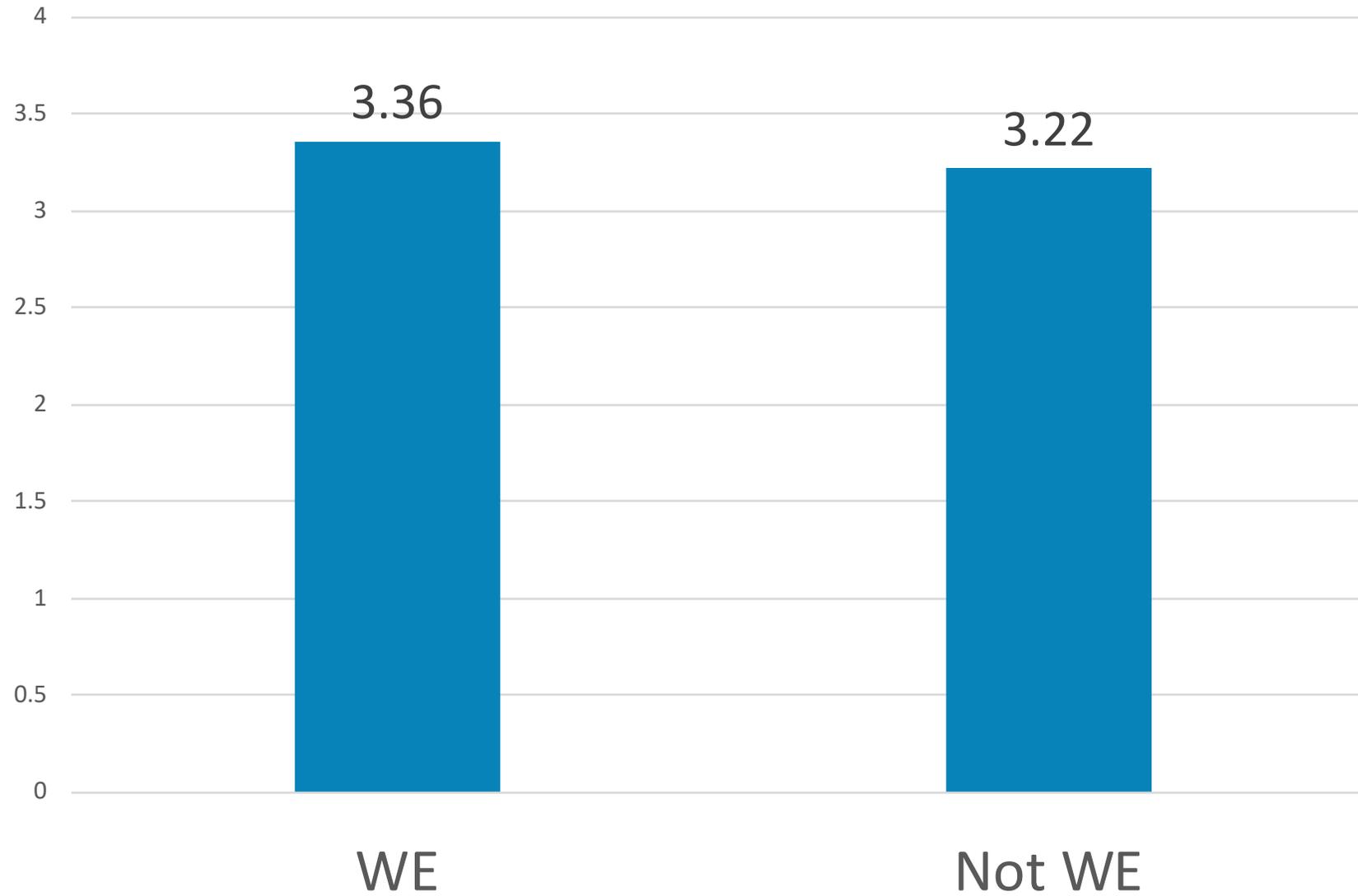


FA18 WE GPA

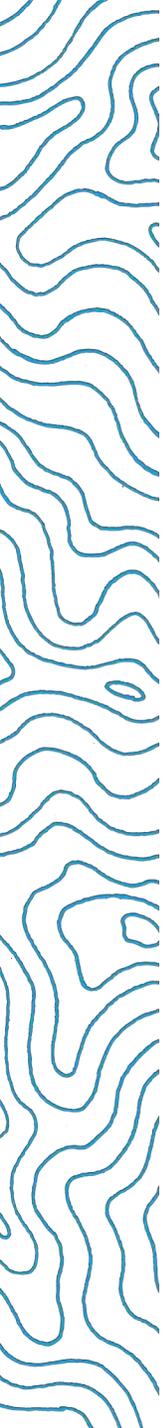
Class Year	WE GPA	Not-WE GPA	Sig.
Other Freshman	2.69 (n=19)	2.42 (n=162)	.162
Sophomore*	3.39 (n=279)	3.17 (n=2,123)	.000
Junior*	3.42 (n=33)	3.19 (n=2,298)	.008
Senior	3.40 (n=12)	2.52 (n=2,705)	.292



FA17 FTFY STUDENTS GPA AT FA18 WE vs. NOT



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